

**Teacher Preparation: Reforming the Uncertain Profession—  
Remarks of U. S. Secretary of Education Arne Duncan at Teachers College, Columbia University  
10/22/09**

**Summary**

- To keep America competitive, must raise the bar for teacher preparation programs because we ask more of teachers today than even ten years ago.
- Single greatest influence on student academic success is quality of the teacher—documented research.
- Recruiting and preparing great new teachers depends on the nation's colleges of education—more than half of future teachers will be trained there. Also favors high-quality alternative certification routes.
- We should be studying and copying the practices of effective teacher preparation programs—and encouraging the lowest-performers to shape up or shut down.
- Common core standards—48 states have banded together to develop College and Career Ready Standards for High School Students.
- Need longitudinal data systems to enable states to track and compare the impact of new teachers from teacher preparation programs on student achievement over a period of years.
- Best programs (and concepts that will likely be central to ESEA reauthorization):
  - are coherent, up-to-date, research-based, and provide students with subject mastery.
  - have strong and substantial field-based programs in local public schools that drive much of the course work in classroom management and student learning and prepares students to teach diverse pupils in high-needs settings.
  - have a shared vision of what constitutes good teaching and best practices—including a single-minded focus on improving student learning and using data to inform instruction.